



Title

An Evaluation of the Effectiveness of Conjoint Behavioral Consultation through Telepresence Robots

Contact

Aaron J. Fischer, PhD, BCBA-D
Licensed Psychologist
Board Certified Behavior Analyst
Assistant Professor of School Psychology
Adjunct Assistant Professor of Psychiatry
University of Utah

Mentor

William P. Erchul, PhD, ABPP

Award Amount

\$19,917.45

Brief Biography

Dr. Fischer has been working with individuals with autism spectrum disorder (ASD) and their families for over 10 years. He graduated from the University of Miami, where he

earned a bachelor's degree in psychology and worked as a research coordinator at the Center for Autism and Related Disabilities. Dr. Fischer completed his master's and doctoral degree in school psychology at Louisiana State University. Before arriving at the University of Utah in 2014, he completed his predoctoral internship in clinical psychology at the May Institute in Massachusetts. His internship and graduate work focused on providing evidence-based practice in schools, hospitals, and mental health clinics to children with disabilities and their families. Specifically, Dr. Fischer's clinical interests concentrate on the assessment and treatment of children and adolescents with ASD, as well as providing support and training to their families. As such, his scholarship is considerably influenced by his applied work in those areas. Currently, Dr. Fischer is an assistant professor of school psychology and an adjunct assistant professor of psychiatry at the University of Utah. Additionally, Dr. Fischer is a Licensed Psychologist and Board Certified Behavior Analyst. He has experience in the assessment and treatment of problem behavior, as well as the acquisition of adaptive skills, in individuals with ASD and developmental disabilities.

Research Interests

Dr. Fischer's research interests follow two distinct lines of inquiry that are directly applicable to the field of school psychology. First, he is interested in creating and evaluating effective strategies for psychologists engaging in consultation, while incorporating cutting-edge technology. Currently, he is evaluating videoconferencing as a strategy to conserve school resources and remotely consult with teachers. His research will continue to evaluate the use of videoconferencing across multiple areas of consultation and school psychology. Dr. Fischer's second line of research lies in evaluating and advancing evidence-based interventions for children and adolescents with an ASD and their families (i.e., parent training). Currently, he is evaluating behavioral parent-training programs and parent-provided behavioral feeding interventions through videoconferencing.